DOCUMENT RESUME

ED 176 823 JC 790 530

AUTHOR Lach, Ivan J.; And Others
TITLE Follow-Up Study of FY 1978 Occupational Graduates of the Illincis Public Ccmmunity Cclleges.
INSTITUTION Illinois Community Coll. Board, Springfield.
PUB DATE Sep 79
NOTE 34p.; Tables 1 and 16 may not reproduce well due to small size of type

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Educational Benefits; *Employment Patterns; Followup Studies; *Graduate Surveys; Job Placement; Job Satisfaction; *Junior Colleges; Junior College Students; Occupational Aspiration; Participant Satisfaction; Salaries; State Surveys; Student Personnel Services; Vocational Education; *Vocational Followup
IDENTIFIERS *Illinois

ABSTRACT

A survey of all 1978 occupational program graduates of Illinois Community Colleges was conducted during January and February 1979 to determine: (1) graduate employment status, placement rates, and salaries; (2) job location; (3) job satisfaction; (4) graduates' evaluation of community colleges; (5) degree of graduates' success in achieving occupational goals; and (6) impact of community college attendance upon students. Of the surveyed group, 7,773 graduates (52.6%) responded. The study revealed that library services, instruction, and veterans' services were rated highly. Job placement and career counseling services, on the other hand, received the highest percentage of "poor" and "very poor" ratings. Most respondents indicated that a community college education was helpful in the development of communication skills (92.1%), critical thinking (91.7%), personal relations (87.3%), and life goals and values (87.1%). A high proportion of graduates (74.9%) were employed full-time; another 12.7% were in part-time jobs, 4.9% were looking for work, and 7.5% were unavailable for work. Graduates of two-year programs earned a median salary of $890 per month, while graduates of one-year programs earned $694. Most graduates (63%) found work within their community college district. The study report summarized follow-up data by occupational program area and includes the questionnaire. (JP)

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Illinois Community College Board

FOLLOW-UP STUDY OF FY1978 OCCUPATIONAL GRADUATES OF THE ILLINOIS PUBLIC COMMUNITY COLLEGES

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PREFACE

This statewide follow-up study of occupational program graduates from Illinois public community colleges was initiated by the ICCB and its Research Advisory Council in an attempt to assist community colleges in obtaining and reporting objective feedback information from students who have completed occupational programs and are now employed in a vocational/technical area. This study is the first phase of the second comprehensive ICCB statewide occupational study undertaken by the public community colleges of Illinois. The first ICCB statewide study of occupational students was a longitudinal study which followed a group of Fall 1974 first-time occupational students enrolled at community colleges for a period of four years. This second statewide follow-up was designed to study three different groups of students in three different phases as follows:

Phase I - A follow-up study of FY1978 occupational program graduates conducted during FY1979.

Phase II - A follow-up study of FY1979 occupational program non-graduates who completed all required occupational/career courses in their program to be conducted during FY1980.

Phase III - A follow-up study of occupational program students who do not complete all the required courses in their program and do not continue enrolled at the college to be conducted during FY1981 and FY1982.

The most useful purpose of follow-up information is to re-evaluate the colleges' programs and services so that these programs and services will continue to get better each year. This follow-up is also necessary to satisfy the State and Federal requests for such information. This follow-up study was carefully designed to ensure that follow-up information required by the State and Federal agencies was obtained.

The ICCB staff analyzed the results of the follow-up survey by using special statistical programs on its computer system. Each college's results were analyzed separately and sent to the college for local use. This report contains only the statewide analysis and is intended for use by the reader interested in overall State results. It is also useful for comparison of local college results with statewide averages.

Ivan J. Lach
Associate Director
Planning, Research,
and MIS Services

Peggy Kohl
Assistant Director
for Research Services

Fred L. Wellman
Executive Director

ACKNOWLEDGEMENT

This second Statewide Occupational Follow-Up Study was initiated by the ICCB Research Advisory Council. A special occupational follow-up study subcommittee was then formed to work closely and extensively with the ICCB staff in developing the standardized items and the procedures for the study. One of the main objectives of this second Statewide Occupational Student Follow-Up Study was to design the study so that it would meet the new Vocational Educational Data Systems (VEDS) requirements which were just made public by the National Center for Educational Statistics. These two groups provide State coordination of the Occupational Student Follow-Up Study and assisted the ICCB staff in developing definitions and procedures which were prescribed in the VEDS requirements as well as ones which would give an accurate and objective description of the outcomes of community college occupational programs. The broad representation from the many community college personnel kept this study very responsive to local needs in addition to providing needed information for use at the State level. Members of each of these groups are listed below.

1979-80 ICCB Research Advisory Council Members

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Dr. Paul Thompson, Joliet Junior College

Since most of the burden for implementing the follow-up study was at the local college level, we want to express our appreciation to the hundreds of persons at the community colleges who spent thousands of hours surveying the students in the study and preparing the reports for the ICCB. We also want to thank the community college administrators and trustees for their support of this follow-up study effort.

HIGHLIGHTS OF THE ICCB FOLLOW-UP STUDY OF FY1978 OCCUPATIONAL PROGRAM GRADUATES

1. This follow-up study surveyed all the FY1978 occupational program graduates of Illinois community colleges using a common survey instrument which was designed to satisfy the reporting requirement of State and Federal agencies as well as to provide needed feed-back information from students for use by local community colleges in attempting to evaluate and improve their programs and services. A total of 14,771 graduates, consisting of 6,499 (44%) men and 8,272 (56%) women, were surveyed by the colleges during January and February of 1979. Responses from 7,773 graduates (52.6%) were used in this analysis of the results.

2. An evaluation of community college services and instruction by the FY1978 graduates of community college occupational programs revealed that the former students rated library services, instruction, and veteran's services as being very good in the community colleges. Job placement and career counseling received the highest percentage of "poor" or "very poor" evaluations (22.6% and 15.1% respectively), although the majority of the graduates evaluated even these two services as being either "very good" or "good" (53.7% and 54.2% respectively).

3. The occupational program graduates indicated that a community college education provided many personal, social, and cultural benefits to them as individuals. A large majority of the graduates indicated that their community college education was helpful to them in the following areas:

   a. Development of more effective communications skills (92.1%)
   b. Development of ability to think critically (91.7%)
   c. Improvement of personal relationships with others (87.3%)
   d. Identification and development of life goals and values (87.1%)

4. A high proportion of the occupational program graduates were employed full-time (74.9%), while an additional 12.7% were employed on a part-time basis. A large majority of these employed graduates (87.3%) were employed in a job which was related to their program of study at the community college. Only 4.9% of the graduates reported that they were unemployed and seeking a job, while 7.5% reported that they were unavailable for employment for various reasons.

5. Table 1 on the next page shows a summary of the follow-up data of occupational program graduates by occupational program area. This table shows the employment status and salary data by full-time and part-time employed graduates and includes the percentage of students employed in a field related to the program of study and the percent of students either very satisfied or satisfied with their current job or position. Each occupational program area is identified by the U.S. Office of Education (OE) code which is uniform for statewide and nationwide reporting purposes. The data provided in Table 1 are most appropriate for comparative purposes among the programs listed and for use by local public community colleges in comparing their results to the statewide normative data. It must be pointed out that these results were obtained from graduates six to fourteen months after graduation. The salaries reported are January-February 1979 salaries for the 1977-78 graduates.

ICCB Follow-Up Study of FY1978 Occupational Graduates

Table 1

SUMMARY OF FOLLOW-UP DATA FOR FY1978 COMMUNITY COLLEGE OCCUPATIONAL GRADUATES BY PROGRAM AREA

		Total Number	Number Respond.	Full-Time Employed		Part-Time Employed		Employed in Related Field	% Satisfied With Job
				Percent	Monthly Salary**	Percent	Monthly Salary**		
01.01	Agriculture Production	215	130	81.0%	$ 889	9.7%	$ 367	94.8%	93.5%
01.02	Agricultural Supplies	78	36	68.8	1050	25.0	300	84.6	93.9
01.03	Agricultural Mechanics	74	53	92.7	820	11.0	***	92.3	87.9
01.05	Ornamental Horticulture	199	86	87.7	642	10.9	300	75.4	76.1
01.99	All Other Agriculture	35	27	70.0	657	15.0	300	88.2	80.0
04.02	Apparel & Accessories	18	13	84.6	867	15.4	500	76.9	100.0
04.08	General Merchandise	120	50	79.5	1100	13.6	400	82.4	81.1
04.11	Hotel & Lodging	20	11	80.0	700	20.0	400	70.0	70.0
04.12	Industrial Marketing	112	75	64.4	1067	7.7	800	94.2	79.4
04.17	Real Estate	63	27	86.4	1167	13.6	400	71.4	86.4
04.18	Recreation & Tourism	68	43	58.8	700	20.6	300	56.5	68.2
04.19	Transportation	29	12	91.7	1600	0.0	--	90.9	100.0
04.99	All Other Distributive Educ.	210	114	83.2	1000	14.7	400	86.4	75.9
07.0101	Dental Assisting	247	148	80.5	595	10.6	300	86.1	89.6
07.0102	Dental Hygiene	95	71	74.0	980	18.0	600	97.8	88.1
07.0103	Dental Laboratory Tech.	36	19	94.7	800	5.3	400	89.5	73.7
07.02	Medical Laboratory Tech.	164	93	72.4	825	14.5	475	89.5	85.5
07.0301	Nursing (Associate Degree)	1651	805	82.3	1040	17.2	569	98.9	87.8
07.0302	Practical Nursing	894	394	70.3	710	20.5	394	97.5	87.0
07.0305	Surgical Technician	73	47	83.3	669	11.1	400	91.2	82.1
07.04	Rehabilitation Aide	121	72	76.9	731	11.5	300	88.4	82.9
07.05	Radiologic Technician	230	130	83.3	944	12.7	433	92.6	89.4
07.08	Mental Health Technology	64	26	63.6	640	27.3	300	77.8	56.3
07.0903	Inhalation Therapy	130	56	90.5	970	9.5	700	100.0	85.3
07.0904	Medical Assisting	42	27	87.0	650	13.0	300	90.9	82.6
07.0907	Medical Emergency Technician	73	41	78.9	1133	5.3	900	93.8	81.3
07.0913	Medical Records	53	39	75.9	725	17.2	400	88.5	87.5
07.99	All Other Health Occupations	45	39	56.7	817	10.0	700	73.7	100.0
09.0201	Child Care	347	189	58.9	533	22.6	308	76.3	76.9
09.99	All Other Home Economics Occup.	94	34	88.2	856	11.8	500	82.6	71.8
14.01	Accounting & Computer Occup.	493	221	68.6	888	10.1	400	74.8	76.5
14.0200	Business Data Processing	346	174	88.4	996	11.0	733	87.4	82.6
14.0201	Computer & Console Operations	23	14	64.3	760	21.4	600	75.0	66.7
14.0203	Programmers	95	61	83.7	1173	8.2	300	90.7	80.5
14.03	General Office Occupations	81	57	69.8	553	7.0	300	83.8	70.4
14.05	Materials Support Occupations	24	15	100.0	1350	0.0	--	93.3	81.8
14.06	Personnel Training Occupations	149	88	62.2	585	23.0	383	83.6	86.5
14.07	Stenographic Occupations	644	348	85.0	700	8.8	350	94.4	85.1
14.08	Administrative Management	359	188	74.8	1257	13.5	333	76.3	74.2
14.09	Typing Occupations	351	187	76.4	633	2.3	500	94.3	94.0
14.99	All Other Office Occupations	41	15	92.3	650	7.7	400	57.1	61.5
16.0103	Architectural Engineering Tech.	65	38	62.1	800	24.1	400	79.2	70.8
16.0104	Automotive Engineering Tech.	169	73	76.5	1000	7.4	500	83.6	83.0
16.0106	Civil Engineering Tech.	29	14	83.3	900	0.0	--	80.0	70.0
16.0108	Electronic Engineering Tech.	338	162	75.7	1150	11.6	300	81.7	80.2
16.0111	Industrial Engineering Tech.	27	21	100.0	1567	0.0	--	81.3	76.9
16.0113	Mechanical Engineering Tech.	150	56	89.3	1354	10.7	300	97.4	86.3
16.0600	Coal Mining Technology	80	43	93.0	1300	4.6	900	85.7	78.6
16.0602	Fire & Fire Safety Technology	93	58	96.2	1513	3.8	1000	82.4	87.8
16.0605	Police Science Technology	158	78	74.2	1014	9.1	400	81.3	80.8
16.99	All Other Technology Education	121	71	74.0	1020	8.0	400	82.9	96.4
17.01	Air Conditioning	147	73	86.3	1200	6.3	400	76.3	75.5
17.03	Automotive Services	271	97	76.5	1000	11.1	350	90.2	73.6
17.04	Aviation Occupations	72	34	76.9	1150	15.4	1000	73.9	52.2
17.07	Commercial Art	137	59	62.7	733	28.8	300	68.6	61.7
17.10	Construction & Maintenance	79	31	70.3	1300	9.7	400	91.3	82.8
17.12	Diesel Mechanic	24	19	100.0	1050	0.0	--	81.3	93.8
17.13	Drafting	92	49	69.0	1140	2.4	300	79.3	73.1
17.14	Electrical Occupations	30	14	100.0	1233	0.0	--	76.9	78.6
17.15	Electronics Occupations	86	37	68.9	1025	10.3	300	75.0	71.4
17.17	Foremanship, Supervision & Mgmt.	30	15	92.9	1533	7.1	600	91.7	78.6
17.19	Graphic Arts	48	40	67.6	1040	2.9	--	89.3	68.2
17.2302	Machine Shop	82	25	66.9	1550	4.8	--	87.5	76.9
17.2303	Machine Tool Operation	40	19	80.0	950	13.3	***	78.6	53.8
17.2306	Welding	188	67	83.6	1186	9.1	400	78.3	80.4
17.2307	Tool & Dye Making	15	13	11.1	600	0.0	--	100.0	100.0
17.26	Cosmetology /Barbering	172	49	66.7	500	30.5	300	89.3	85.3
17.2801	Fire Prevention & Control	44	40	76.5	1583	--	--	96.7	80.0
17.2802	Law Enforcement	729	343	81.8	1314	10.4	388	72.5	77.6
17.99	All Other Trade & Industrial Occ.	123	44	91.4	1283	9.3	300	89.3	74.3
	All Other Programs *	2905	1812	64.7	844	13.4	361	86.9	83.7
	Total All Programs	14,771	7773	74.9%	$ 904	12.8%	$ 394	87.3%	82.6%

* Includes Programs with Unreported O.E. Codes ** Statewide Median Monthly Salary of All Students in that Program

*** Response to Salary Question too Small to Compute Median.

6. The results from the analysis of salary date furnished by the graduates indicate that an investment in a community college occupational program is very worthwhile for the student in terms of economic benefits after graduation. The results showed that graduates of two-year associate degree programs with no prior jobs earned a median salary of $890 per month ($10,680 annually), while graduates of one-year or less certificate programs earned a median salary of $694 per month ($8,328 annually.)

7. The follow-up study results showed that 63% of the graduates took jobs within the same community college district that they attended, 30.9% of the graduates located jobs in Illinois but outside of their community college district, and 6.1% of the graduates located jobs outside of Illinois. These results point out that an investment in public community colleges of Illinois results not only in providing educational opportunities for all citizens, but also in the production of many qualified skilled individuals who become employees and tax-paying citizens primarily in their local communities and almost entirely within the State of Illinois.

8. The FY1978 graduates of occupational programs in the community colleges rated the job placement assistance of program coordinators or college faculty as being more helpful to them than the college placement office. The results for the college placement office showed that 62.5% of the graduates who responded to this item indicated that the college placement office was of no help to them in obtaining employment. This result compares to only 37.3% of the graduates indicating that program coordinators or college faculty were of no help to them in obtaining a job. The results also show that community college students get very little job placement assistance from State or private employment agencies and rely primarly on friends or relatives and other sources for obtaining a job.

9. The results of this follow-up study of FY1978 graduates of occupation programs of public community colleges in Illinois show that overall, the students were very satisfied with their education at the community colleges and were very successful in achieving their objectives for enrolling in the occupational programs. The results also provide very good information which is important for prospective students to examine. Hopefully, the community colleges will distribute a summary of their results to the high schools in their districts. In addition, the results provided information which enables a community college to analyze the evaluation of its programs and services by its former students and compare these results to those obtained by all other community colleges within the State. In this way, this follow-up study is a very important tool which can be used locally for the improvement of programs and services at the local level. Finally, the results of this follow-up study provide data required by the Federal, State, and local levels for accountability of the occupational programs. These results showed that not only was an investment in a community college education very beneficial for the student, but also showed that investment in community college educational programs has many benefits to the local community, the State, and the Nation.

INTRODUCTION

This statewide follow-up study of FY1978 graduates of occupational programs was the first phase of a three-phase, four-year occupational follow-up study in Illinois public community colleges. The other two phases of this study and their schedule are as follows:

Phase II - Follow-up study of FY1979 occupational program non-graduates who complete all the required occupational/career courses in that program. Study to be implemented during FY1980.

Phase III - Follow-up survey of former occupational program students who do not complete all of the required occupational/career courses in their program. Study to be implemented during FY1981 and FY1982.

Participation in this study consisted of all thirty-nine public community college districts in Illinois and 50 of the 51 community college campuses. Only Frontier Community College did not have any occupational program graduates during FY1978 because it was just recently organized and offered primarily general studies certificates and continuing education.

The Purposes of the Study

One of the main purposes of this follow-up study was to obtain the students' evaluation of the occupational programs in the community colleges of Illinois. This input from students who have gone through the programs and are now employed is very valuable to help the colleges identify both the strengths and weaknesses of existing programs. This type of information is needed by community college personnel and the local occupational advisory committees in their program evaluation. It is hoped that results obtained from follow-up studies of students will contribute significantly to the continued improvement of the very fine occupational programs already in existence in the community colleges of Illinois.

Prior to the designing and development of the ICCB Statewide Follow-Up Study of Occupational Program Graduates, a considerable amount of time and effort was spent in specifying the objectives of the study. Input into the development of the objectives came from all sources because of the very broad representation on the Occupational Follow-Up Study Subcommittee and the ICCB Research Advisory Council. The following specific objectives were specified for the ICCB Statewide Follow-Up Study of the FY1978 Occupational Program Graduates before the study was initiated:

1. To assist and encourage institutions in developing occupational follow-up studies for local use in planning, program evaluation, and program advisory committee work;

2. To combine the follow-up requirement of the State agencies, Vocational Education Data System (VEDS), and the Veterans Administration into one survey instrument which would provide data for all three requests;

3. To determine the employment status, placement rates, and job entry salaries of occupational graduates by specific program area;

4. To determine the job location of community college graduates;

5. To determine the job satisfaction of occupational graduates with their present positions;

6. To obtain an evaluation of community college programs and services by graduates of occupational programs;

7. To obtain an assessment of the impact of a community college education upon the students;

8. To determine how well occupational graduates achieved their objectives at the community colleges.

The Population

This study included all students who graduated from an occupational program during 1977-78 (FY1978) within the public community colleges of Illinois. A total of 14,771 graduates were reported by the colleges and used in the follow-up survey. This group of graduates included 6,499 men (44%) and 8,272 women (56%). The distribution of graduates by ethnic origin was as follows: White - 87.8%; Black Americans - 9.8%; Hispanic - 1.1%; Asian - 0.7%; and American Indian - 0.6%.

Research Method

The research method in the study was a mail survey of all FY1978 program graduates within one year after graduation. The study was conducted by all community colleges and a uniform survey instrument (see survey instrument in Appendix A) was utilized by all institutions. Each college conducted the survey of its occupational graduates during January and February of 1979, using a second mailing followed by telephone calls to those graduates not responding to the initial request. The results were reported to the ICCB via an IBM punch card for each individual graduate. Basic student characteristic data obtained from student records were also submitted on IBM punch cards to enable an analysis of the results by student characteristics.

Analysis of the Results

The results of the follow-up survey were analyzed in the ICCB Office through the utilization of a computerized statistical program (the Statistical Package for the Social Studies) which is available in the ICCB MIS Division. The results for each individual college were processed separately and sent to the college for the colleges local use. This report contains only the statewide results which provide valuable comparative data for analysis of local college results.

The Response Rate

A total of 7,773 graduates (52.6% of all those surveyed) responded to the follow-up survey on a statewide basis. The response rate at the individual community colleges varied from a high of 91.9% to a low of 26.2%. Table 16 in Appendix B shows the number of graduates surveyed and the number responding for each of the community colleges.

EVALUATION OF COMMUNITY COLLEGE SERVICES BY GRADUATES

One of the objectives of the Graduate Follow-Up Study of Occupational Students was to obtain the students' evaluation of various community college services. The purpose of this evaluation was to assist the community colleges in evaluating each of their services in an effort to identify areas that need improvement.

The results of this evaluation are shown in Table 2 on the next page. These results show that graduates of occupational programs rated community college library services, instruction in occupational courses, and veterans services as being very good or good for the most part. 82.1% of the graduates rated community college library services as being either very good or good, while only 3.2% of the graduates rated these services as being poor or very poor. 80.4% of the graduates rated instruction in occupational courses as being very good or good, while 3.6% of the graduates rated instruction in occupational courses as being poor or very poor. Veteran services and instruction in non-occupational courses were also rated very high by the occupational program graduates with 74.4% of the graduates rating these services as either very good or good.

The very high rating given to instruction in both occupational and non-occupational courses by community college graduates identifies one of the greatest strengths of the community college education. These results provide objective data to verify that the quality of instruction in community college occupational programs is indeed very high.

Perhaps the best way to identify services which are rated low by the students and perhaps need some improvement in the community colleges is to identify those services which were rated poor or very poor by a substantial percentage of the graduates. The five community college services with the highest percentage of poor or very poor ratings by the graduates were:

1. Job Placement (22.6%)
2. Career Counseling (15.1%)
3. Tutoring Services (14.2%)
4. Academic Counseling (12.7%)
5. Student Activities (12.0%)

Although the percentage of poor and very poor ratings in even the five services above is not very high and a much larger percentage of the graduates rated these services as being very good or good, these results indicate that at least a number of colleges need to look at some of these services as areas of needed improvement. Each college obtained the results of its graduates' evaluations of these services and should compare its results to the State average to determine if its students rated these services either higher or lower than the State average. This analysis would enable the college to identify areas of needed attention at the local college. It is through this type of careful and objective analysis that each community college can identify areas of needed improvement in an effort to improve the quality of the educational program for the students.

Table 2

RATING OF COMMUNITY COLLEGE SERVICES BY GRADUATES OF OCCUPATIONAL PROGRAMS

College Service	Number Rating Item	Ratings by Percent of Graduates Responding to Each Item				
		Very Good	Good	Average	Poor	Very Poor
1. Financial Aid	3149	40.5%	28.5%	18.9%	7.6%	4.4%
2. Career Counseling	4523	22.8%	31.4%	30.7%	11.0%	4.1%
3. Job Placement	3154	28.6%	25.1%	23.7%	13.6%	9.0%
4. Academic Counseling	4973	22.6%	34.8%	29.8%	8.9%	3.8%
5. Tutoring Services	1682	27.6%	31.5%	26.8%	10.3%	3.9%
6. Veteran Services	1317	46.0%	28.4%	17.8%	5.7%	2.1%
7. Student Activities	4241	15.1%	36.8%	36.0%	9.1%	2.9%
8. Library Services	6287	40.8%	41.3%	14.7%	2.3%	0.9%
9. Instruction in Occupational Courses	6100	42.8%	37.6%	16.0%	2.7%	0.9%
10. Instruction in Non-Occupational Courses	4820	24.6%	44.7%	27.0%	3.0%	0.8%

IMPACT OF COMMUNITY COLLEGE EDUCATION ON STUDENTS

Another important objective of the occupational follow-up study was to determine the impact of a community college education on the student. A measure of this impact was obtained by requesting each graduate's perception of how helpful his/her community college education was in each of several areas. The primary purpose of this item was to obtain the students subjective evaluation of the impact of a community college education for him or her as an individual.

Table 3 on the next page shows the results of this analysis. The occupational program graduates perceived the community college education to be most helpful for them in preparation for a specific job, obtaining a job, and performance and advancement in present jobs. These results are not surprising since the occupational programs in a community college are designed for these very purposes. However, the results do indicate that these purposes of community college occupational programs are being accomplished. In addition, a large majority of the graduates indicated that their community college education was either very helpful or somewhat helpful to them in the following areas:

1. Development of more effective communications skills (92.1%)
2. Development of ability to think critically (91.7%)
3. Improvement of personal relationships with others (87.3%)
4. Identification and development of life goals and values (87.1%)

This analysis indicates that a community college education has many subjective personal, social, and cultural benefits to the individual which are often not measured objectively but, nevertheless, have very important implications for the individual student partaking of that education. Many of these benefits of a community college education should be articulated to prospective students since these are very important personal benefits of attending a community college.

Table 3

IMPACT OF COMMUNITY COLLEGE EDUCATION ON OCCUPATIONAL PROGRAM GRADUATES AS PERCEIVED BY THE STUDENTS

Impact of Community College Education	Number Rating Item	Percent of Graduates Indicating How Helpful Their Community College Education Was in Each Area		
		Very Helpful	Somewhat Helpful	Of No Help
1. Preparation for a Specific Job	6588	68.6%	27.8%	3.5%
2. Obtaining a Job	5055	51.1%	32.4%	16.4%
3. Performance and Advancement in Present Job	5105	46.7%	39.9%	13.4%
4. Development of More Effective Communication Skills	6425	38.3%	53.8%	7.9%
5. Improvement of My Personal Relationships With Others	6319	35.7%	51.5%	12.7%
6. Development of My Ability to Think Critically	6539	38.0%	53.7%	8.3%
7. Identification and Development of Life Goals and Values	6302	38.1%	48.9%	12.9%
8. Understanding Myself Better	6182	32.1%	52.5%	15.4%
9. Becoming More Involved With My Community	5053	18.9%	40.6%	40.5%
10. Increasing My Aesthetic Appreciation	4648	22.4%	40.4%	37.0%
11. Making More Effective Use of My Time	6152	34.7%	50.6%	14.7%

MAIN OBJECTIVE OF STUDENTS FOR ATTENDING A COMMUNITY COLLEGE AND SUCCESS RATE OF ACHIEVEMENT AS INDICATED BY OCCUPATIONAL GRADUATES

One of the items on the graduate follow-up survey asked each former student to specify his/her main objective for attending the community college and to state how successful he/she was in meeting this objective. Table 4 below shows the result of this survey. The results show that the majority of students enrolled in an occupational program in a community college with an objective of preparing for a future job (73.6%). An additional 10.4% of the students had an objective for improving skills needed in their present job. Some of the students enrolled at the college to explore courses to decide on a career (3.5%), take course work for transfer to another college (6.2%), and personal interest or self development (5.4%).

Regardless of the different objectives that students had for enrolling in an occupational program at a community college, the overwhelming majority of students were either very successful or somewhat successful in completing their objective. Over 90% of the students indicated that they were successful in completing their objective in each of the categories and several of the categories had percentages of successful completion above 97%. Hence, this analysis shows that the occupational programs in public community colleges of Illinois are meeting the needs and expectations of the students that they serve.

Table 4

MAIN OBJECTIVE OF OCCUPATIONAL PROGRAM GRADUATES FOR ATTENDING A COMMUNITY COLLEGE

Main Objective	Number Responding	Percent of All Graduates	Percent of Student Successfully Completing Objective
1. Prepare for Future Job	5305	73.6%	95.3%
2. Improve Skills Needed in Present Job	751	10.4	97.5
3. Explore Courses to Decide on a Career	255	3.5	90.8
4. Take Course Work for Transfer to Another College	449	6.2	97.2
5. Personal Interest or Self-Development	387	5.4	96.8
6. Other	64	.9%	93.4%

EDUCATIONAL STATUS OF OCCUPATIONAL PROGRAM GRADUATES

An analysis of the present educational status of community college occupational program graduates shows that over 28% of all graduates were currently enrolled in some form of higher education. 13.6% of the graduates indicated that they were enrolled on a full-time basis, while 14.7% indicated they were enrolled as part-time students. Table 5 below shows a summary of the educational status of community college occupational follow-up graduates. These results are similar to results received from other follow-up students and indicate that students who are exposed to higher education are more apt to continue their education in the future.

Table 5

PRESENT EDUCATIONAL STATUS OF COMMUNITY COLLEGE OCCUPATIONAL PROGRAM GRADUATES

	Number Responding	Percent of All Graduates
Full-Time Enrolled	1016	13.6%
Part-Time Enrolled	1093	14.7%
Not Enrolled	5349	71.7%

Table 6 below shows an analysis of the relationship of the present field study of community college occupational program graduates to the program in which they were enrolled at the community college. The results show that 50.2% of the graduates who are continuing their education are doing so in the same field as their community college program, while 35.3% are continuing their education in related fields. 14.5% of the graduates continuing their education are studying in a field which was not related to their community college program of study.

Table 6

RELATIONSHIP OF PRESENT FIELD OF STUDY TO COMMUNITY COLLEGE OCCUPATIONAL PROGRAM

	Number Responding	Percent of All Graduates
Same Field	1070	50.2%
Related Field	754	35.3%
Unrelated Field	308	14.5%

EMPLOYMENT STATUS OF OCCUPATIONAL PROGRAM GRADUATES

One of the items on the follow-up survey asks the students to indicate their employment status. This employment status was requested during January and February of the year after the student graduated. Hence, for some students this was six months after graduation, while for others it was twelve months after graduation. Table 7 below shows the results of this survey for all of the occupational program graduates. The results show that 81% of all graduates who were available for employment were employed on a full-time basis and an additional 13.8% were employed on a part-time basis, while 5.3% were unemployed and seeking a job. A total of 7.5% of all graduates were unavailable for employment.

Table 7

EMPLOYMENT STATUS OF COMMUNITY COLLEGE OCCUPATIONAL PROGRAM GRADUATES WITHIN ONE YEAR OF GRADUATION

	Number Responding	Percent of All Graduates	Percent of All Graduates Available For A Job
Full-Time Employed	4893	74.9%	81.0%
Part-Time Employed	832	12.7%	13.8%
Unemployed and Seeking a Job	318	4.9%	5.3%
Unavailable for Employment	490	7.5%	--

Table 8 below shows the reasons given by those graduates in the follow-up study who indicated that they were unavailable for employment. The main reason cited was because they were enrolled as full-time students (73.1%). Other major reasons indicated were full-time homemaker (11.6%) and family responsibilities (10.3%). Since such a large proportion of graduates are continuing their education and, hence, are unavailable for employment, this should be considered as a very positive outcome of a community college education and should not be counted against the employed percentage.

Table 8

REASONS WHY SOME GRADUATES WERE UNAVAILABLE FOR EMPLOYMENT

Reasons	Number Responding	Percent of All Graduates Unavailable For A Job
Full-Time Student	278	73.1%
Full-Time Homemaker	44	11.6
Health Disability	17	4.5
Family Responsibilities	39	10.3
Prefer Not to Move to New Locality	2	0.5%

SALARY RANGE OF EMPLOYED OCCUPATIONAL PROGRAM GRADUATES

Table 9 below shows the salary ranges of employed occupational program graduates by full-time employed and part-time employed status. These data includes salaries for graduates of all occupational programs (both associate degrees and certificates) and includes students who had prior jobs as well as those that were employed for the very first time. The median salary reported by full-time employed graduates was $893 per month. The median salary for the part-time employed graduates was $394 per month.

Table 9

SALARY RANGES OF EMPLOYED OCCUPATIONAL PROGRAM GRADUATES

Salary Range Per Month	Full-Time Employed		Part-Time Employed	
	Number	Percent	Number	Percent
Up to $300	40	0.9%	250	36.1%
300 - 499	325	7.3%	204	29.4%
500 - 699	944	21.2%	130	18.9%
700 - 899	946	21.3%	54	7.8%
900 - 1099	692	15.6%	29	4.2%
1100 - 1299	629	14.1%	11	1.6%
1300 - 1499	318	7.2%	2	0.3%
1500 - 1699	232	5.2%	4	0.6%
$1700 and Up	321	7.2%	9	1.3%
MEDIAN SALARY	$893 - Monthly $10,716 - Annually		$394 - Monthly $4,728 - Annually	

Table 10 below shows a comparison of the median salaries of full-time and part-time employed graduates by two-year associate degree versus one-year certificate and those with prior jobs versus those wiothout prior jobs. These results showed that with no prior jobs the graduates of two-year associate degree programs earned a median salary of $890 a month versus $694 a month for graduates of one-year or less certificate programs. This difference in salaries results in an annual difference of $2,352 for the graduates of the two-year associate degree programs.

Since there are a large number of adults, many of whom are employed before then enter a community college occupational program, the last two columns of Table 10 show the results for those graduates who had prior jobs. The results show that graduates with prior jobs earn considerably higher median monthly salaries as would be expected. These results show very little difference between graduates of associate degree programs and graduates of certificate programs, however, the graduates of associate degree programs did earn a monthly median salary of $1,196 which was $75 per month higher than the $1,119 median monthly salary of certificate program graduates.

Overall, these results indicate that an investment in a community college occupational program is very worthwhile for the student in terms of economic benefits after he/she completes the program. Most occupational programs require a minimal time investment and the tuition in public community colleges in Illinois is relatively low. Hence, the return on investment to the student for an occupational education is very very high.

Table 10

COMPARISON OF MEDIAN SALARIES OF FULL-TIME EMPLOYED GRADUATES BY CERTIFICATE AND ASSOCIATE DEGREE AND PRIOR EMPLOYMENT

	Number Responding	Number Full-Time Employed	Median Monthly Salary Of Full-Time Employed	Number Part-Time Employed	Median Monthly Salary Of Part-Time Employed
Graduates of 2-Year Associate Degree Programs With No Prior Job	2795	2403 (86.0%)	$890	378 (13.5%)	$412
Graduates of Certificate Programs With No Prior Job	851	731 (85.9%)	$694	116 (13.6%)	$342
Graduates of Associate Degree Programs With Prior Jobs	1017	877 (86.2%)	$1196	136 (13.4%)	$406
Graduates of Certificate Programs With Prior Job	318	265 (83.3%)	$1119	52 (16.4%)	$393

RELATION OF JOB TO COMMUNITY COLLEGE PROGRAM OF STUDY

Those graduates who were employed were asked how closely related their job was to the community college program of study from which they graduated in Table 11 below. These results show that approximately 74% of the graduates are employed in a job which is very closely related to their community college program of study, while another 13% are related in an area which is somewhat related.

Table 11

RELATION OF JOB TO COMMUNITY COLLEGE PROGRAM OF STUDY

Reason	Associate Degree #	Associate Degree %	Certificate #	Certificate %	Total #	Total %
Closely Related	3695	74.1%	1132	72.6%	4827	73.8%
Somewhat Related	668	13.4%	218	14.0%	886	13.5%
Not Related	621	12.5%	210	13.4%	831	12.7%

Table 12 below shows an analysis of the responses received from those students who entered jobs which were not related to their program of study in an occupational program at the community college. Of the 1029 graduate students who fit into this category, the largest percentage (27.3%) took a job in a field not related to their program of study because they could not find a job in the field for which they prepared. The second highest reason given was "found better paying job in another field" (21.0%). Other major reasons given by the graduates were "preferred to work in another field" (12.6%) and "transferred to a college or university" (12.4%).

Table 12

REASONS WHY JOB WAS NOT RELATED TO PROGRAM OF STUDY

Reason	Number Responding	% of All Graduates Responding To Item
Transferred to a College or University	128	12.4%
Preferred to Work in Another Field	130	12.6%
Found Better Paying Job in Another Field	216	21.0%
Could Not Find Job in Field of Preparation	281	27.3%
Worked Previously in Field of Preparation But Changed	56	5.5%
Preferred Not to Move to New Locality	43	4.2%
Other	175	17.0%
TOTAL RESPONDING	1029	100.0%

JOB LOCATION OF COMMUNITY COLLEGE OCCUPATIONAL PROGRAM GRADUATES

Table 13 below shows the job location of graduates of occupational programs in community colleges. The results show that 63% of the graduates took jobs within the same community college district from which they graduated. 30.9% of the graduates located jobs outside of their community college district but within the State of Illinois, while only 6.1% of the graduates located jobs out of Illinois. These results show that graduates of community college occupational programs locate jobs within the community for the most part and almost entirely within the State of Illinois. Since a number of the community colleges are very close to State lines, it is remarkable that such a small percentage (6.1%) of the graduates locate jobs outside of the State. These results point out that an investment in public community colleges in Illinois results in the production of qualified skilled technicians who become tax-paying citizens primarily in their local communities and almost entirely within the State of Illinois.

Table 13

LOCATION OF PRESENT JOB

Location	Number Responding	Percent
Within the Community College District	3,929	63.0%
In Illinois Out-of-District	1,930	30.9%
Out-of-State	377	6.1%
TOTAL RESPONDING	6,236	100.0%

JOB SATISFACTION OF OCCUPATIONAL PROGRAM GRADUATES

Table 14 below shows a summary of the results received from the follow-up study on the job satisfaction of occupational program graduates with their present jobs. These results showed that 82.6% of all FY1978 graduates of occupational programs in the public community colleges of Illinois were either very satisfied or satisfied with their present careers. Only 1.4% of the graduates responded that they were very dissatisfied with their present job and another 6.2% indicated that they were dissatisfied. The remaining 9.8% of the graduates responded that they were not sure about the satisfaction with their current position.

These results indicate that an overwhelming majority of the occupational/ program graduates are very satisfied or satisfied with their careers and occupational area. This is a very significant aspect of choosing a career and an educational program. The degree of satisfaction of graduates of a given program should be made known to prospective students entering that program. Hopefully, this kind of information could also be used in career counseling with students both at the community college as well as at the high school level. Comparison of salaries of graduates by certificate and associate degree and prior employment.

Table 14

SATISFACTION OF GRADUATES WITH PRESENT JOB

Category	Number Responding	Percent
Very Satisfied	2,679	43.3%
Satisfied	2,429	39.3%
Not Sure	609	9.8%
Dissatisfied	382	6.2%
Very Dissatisfied	84	1.4%
TOTAL RESPONDING	6,183	100.0%

EVALUATION OF DIFFERENT SOURCES OF JOB PLACEMENT ASSISTANCE BY GRADUATES OF OCCUPATIONAL PROGRAMS IN COMMUNITY COLLEGES OF ILLINOIS

Since one of the functions of a community college is to provide job placement assistance to its students and its graduates, one of the items on the follow-up survey was to obtain the student's evaluation of how helpful each of the various sources of job placement assistance was to him or her as an individual. As some of the graduates already had jobs, many did not respond to this item becaure it was not applicable. Of particular significance in this analysis are the ratings given to the two community college sources of job placement assistance (the college placement office and program coordinators or college faculty). The results showed that the graduates rated the job assistance of program coordinators or college faculty as being more helpful to them than the college placement office. The results for the college placement office showed that 62.5% of the graduates who responded to this item indicated that the college placement office was of no help to them in obtaining employment. This result compares to only 37.3% of the graduates indicating that program coordinators or college faculty were of no help to them in obtaining a job. The results also show that community college students get very little assistance from State or private employment agencies and rely primarily on friends or relative and other sources for obtaining a job.

Table 15

EVALUATION OF DIFFERENT SOURCES OF JOB PLACEMENT ASSISTANCE BY GRADUATES OF OCCUPATIONAL PROGRAMS IN COMMUNITY COLLEGES OF ILLINOIS

Source of Job Placement Assistance	Number Rating Item	Ratings of Graduates by Percent of Students		
		Very Helpful	Somewhat Helpful	Of No Help
1. College Placement Office	2440	18.2%	19.3%	62.5%
2. Program Coordinator or College Faculty	2999	36.7%	26.0%	37.3%
3. Illinois State Job Service Agency	1791	7.2%	7.5%	85.3%
4. Private Employment Agency	1638	9.3%	6.7%	84.0%
5. Friends or Relatives	2876	39.6%	31.5%	28.9%
6. Other	999	75.9%	9.1%	15.0%

APPENDIX A

Survey Instrument

ICCB Follow-up Study of FY1978 Occupational Graduates.

A. Please rate those college services below that you have utilized according to how well they fulfilled your own individual needs by marking each item with a number corresponding to the following code:

1 - Very Good
2 - Good
3 - Average
4 - Poor
5 - Very Poor
6 - Not Applicable

1. Financial Aid
2. Career Counseling
3. Job Placement
4. Academic Counseling
5. Tutoring Services
6. Veteran Services
7. Student Activities
8. Library Services
9. Instruction in Occupational Courses
10. Instruction in Non-Occupational Courses

B. How helpful was your community college education in each of the areas listed below? Mark each item with the number of the most appropriate response to each statement using the following code:

1 - Very helpful
2 - Somewhat helpful
3 - Of No Help
4 - Not Applicable

1. Preparation for a specific job
2. Obtaining a job
3. Performance and advancement in present job
4. Development of more effective communication skills
5. Improvement of my personal relationships with others
6. Development of my ability to think critically
7. Identification and development of life goals and values
8. Understanding myself better
9. Becoming more involved with my community
10. Increasing my aesthetic appreciation (such as art, music, and literature)
11. Making more effective use of my time

C. What was your main objective in attending our college?

1. Prepare for a future job
2. Improve skills needed in present job
3. Explore courses to decide on a career
4. Take course work for transfer to another college
5. Personal interest or self-development
6. Other

D. How successful were you in meeting your objective?

1. Very successful
2. Somewhat successful
3. Not successful
4. Not sure

E. What is your current educational status?

1. Full-time student
2. Part-time student
3. Not enrolled in school

COMPLETE ITEM F ONLY IF YOU ARE CONTINUING YOUR EDUCATION

F. Institution Attending:

Program of Study:

How is your present field of study related to your community college program?

1. Same Field
2. Related Field
3. Unrelated Field

G. What is your present employment status?

1. Employed, Full-Time
2. Employed, Part-Time
3. Full-Time Military Service
4. Unemployed, Seeking Employment
5. Unavailable for Employment

Indicate reason below:
a. Full-Time Student
b. Full-Time Homemaker
c. Health Disability
d. Family Responsibilities
e. Prefer Not to Move to New Locality
f. Other

CONTINUE ONLY IF YOU ARE EMPLOYED (Employed includes Full-Time Military Service)

If you are not employed, this completes the survey. Please return the survey in the envelope provided. Thank you very much for helping us evaluate the college's programs and services.

H. If you are currently employed, how closely related is your present job to the program completed at our college?

1. Closely Related
2. Somewhat Related
3. Not Related

I. If current job is <u>not</u> related, have you been employed in a job related to the program completed <u>since leaving our college</u>?

1. Yes 2. No

J. If your present job is <u>not</u> related to the program you completed at our college (as indicated in Question I above) please check the <u>best</u> reason why.

1. Transferred to a college or university
2. Preferred to work in another field
3. Found better paying job in another field
4. Could not find a job in the field of preparation
5. Worked previously in field of preparation, but changed
6. Preferred not to move to a new locality
7. Other (Describe)

K. If you are employed full-time or part-time, please indicate your gross monthly salary range; that is, before deductions.

1. Up to $300
2. $300 to $499
3. $500 to $699
4. $700 to $899
5. $900 to $1099
6. $1100 to $1299
7. $1300 to $1499
8. $1500 to $1699
9. $1700 and Up

L. The salary in the item above is based on _____ hours per week on the average.

M. Were you employed in your present job prior to your enrollment in the program completed at our college?

1. Yes 2. No

N. In general, how satisfied are you with your present job? (check only one)

1. Very satisfied
2. Satisfied
3. Not sure
4. Dissatisfied
5. Very dissatisfied

O. How helpful was each of the sources listed below in attempting to find your first job upon leaving our college? Mark the number of appropriate responses to each source by using the following code:

1. Very helpful
2. Somewhat helpful
3. Of no help
4. Does not apply

1. College Placement Office
2. Program Coordinator or College Faculty
3. Illinois State Job Services Agency
4. Private Employment Agency
5. Friends or Relatives
6. Other (Please indicate)

P. What is the location of your primary place of employment? (Check only one)

1. Within our community college district
2. Not in our college district but in Illinois
3. Outside of Illinois

Q. Please indicate the following information about your present position.

1. Firm or Employer

2. Employer Address

3. Supervisor/s Name/s

4. Exact title of your position

5. Primary job function

R. May we have your permission to contact your employer for additional information?

1. Yes 2. No

Please make any comments that you feel will let us know the impact of your education at the community college for you personally whether good or bad.

THANK YOU VERY MUCH FOR ASSISTING US IN EVALUATING THE COLLEGE'S PROGRAMS AND SERVICES.

APPENDIX B

Table 16 - Number of FY1978 Occupational Program Graduates in the Follow-Up Study and the Response Rate by Community College

Table 16

NUMBER OF FY 1978 OCCUPATIONAL PROGRAM GRADUATES IN THE FOLLOW-UP STUDY AND THE RESPONSE RATE BY COMMUNITY COLLEGE

Dist. No.	Community College	Number of Graduates Surveyed	Number of Graduates Responding	Response Rate
501	Kaskaskia	187	139	74.3%
502	DuPage	469	288	61.4%
503	Black Hawk	(376)	(171)	(45.5%)
	Black Hawk-Quad	264	128	48.5%
	Black Hawk East	112	43	38.4%
504	Triton	1,357	530	39.1%
505	Parkland	496	456	91.9%
506	Sauk Valley	255	71	27.8%
507	Danville	142	56	39.4%
508	Chicago City	(2,836)	(1,151)	(40.6%)
	Kennedy-King	249	89	35.7%
	Loop	367	136	37.1%
	Malcolm X	130	34	26.2%
	Truman	253	145	57.3%
	Olive-Harvey	314	93	29.6%
	Richard J. Daley	559	219	39.2%
	Wilbur Wright	236	77	32.6%
	Skills Center	697	342	49.1%
	City-Wide College	31	16	51.6%
509	Elgin	320	160	50.0%
510	Thornton	353	130	36.8%
511	Rock Valley	380	280	73.7%
512	William Harper	659	518	78.6%
513	Illinois Valley	250	170	68.0%
514	Illinois Central	641	405	63.2%
515	Prairie State	293	118	40.3%
516	Waubonsee	216	65	30.1%
517	Lake Land	298	226	75.8%
518	Carl Sandburg	225	175	77.8%
519	Highland	171	63	36.8%
520	Kankakee	179	89	49.7%
521	Rend Lake	253	130	51.4%
522	Belleville	506	214	42.3%
523	Kishwaukee	216	104	48.1%
524	Moraine Valley	407	288	70.8%
525	Joliet	406	256	63.1%
526	Lincoln Land	254	161	63.4%
527	Morton	241	120	49.8%
528	McHenry	84	36	42.9%
529	Illinois Eastern			
	Lincoln Trail	67	25	37.3%
	Olney Central	184	78	42.4%
	Wabash Valley	197	78	39.6%
	Frontier	—	—	—
530	John A. Logan	170	86	50.6%
531	Shawnee	131	74	56.5%
532	Lake County	389	237	60.9%
533	Southeastern	300	113	37.7%
534	Spoon River	102	68	66.7%
535	Oakton	263	164	62.4%
536	Lewis and Clark	230	166	72.2%
537	Richland	77	35	45.5%
539	John Wood	119	57	47.9%
601	SCC East St. Louis	72	22	30.6%
	STATE TOTALS	14,771	7,773	52.6%

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APPENDIX C

Table 17 - Area of Employment of Occupational Graduates by Standard Occupational Classification (SOC) Codes

Table 18 - Average Hours Employed Graduates Work Per Week

Table 17

AREA OF EMPLOYMENT OF OCCUPATIONAL GRADUATES BY STANDARD OCCUPATIONAL CLASSIFICATION (SOC) CODES

Two Digit SOC Codes	Title	Number Responding	Percent
14	Management Related	291	4.8%
17	Mathematics Research	189	3.1%
29	Registered Nursing	830	13.7%
30	Pharmacists, Health Related	94	1.5%
32	Writers, Artists	40	0.7%
36	Health Technicians	920	15.2%
37	Engineering	220	3.6%
38	Science Technicians	40	0.7%
39	Other Technicians	72	1.2%
41	Sales, Commodities	173	2.9%
42	Insurance, Real	34	0.6%
45	Clerical Supervision	100	1.6%
46	Clerical	917	15.2%
47	Bookkeepers, Etc.	18	0.3%
48	Computing Operators	166	2.7%
51	Protective Services	319	5.3%
52	Service	349	5.8%
55	Farm Operators	154	2.6%
61	Construction Trade	92	1.5%
64	Transportation	59	1.0%
65	Material Moving	10	0.2%
67	Mechanics	229	3.8%
72	Precision Production	84	1.4%
77	Fabrications	157	2.6%
99	Not Classified Elsewhere	481	8.0%
	TOTAL RESPONDING	6038	100.0%

UNIVERSITY OF CALIF.
LOS ANGELES
NOV 16 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Table 18

AVERAGE HOURS EMPLOYED GRADUATES WORK PER WEEK

Hours	Number Responding	Percent
01 - 10	50	0.9%
11 - 20	301	5.2%
21 - 30	329	5.7%
31 - 40	4440	76.5%
41 - 50	492	8.5%
51 - 60	119	2.0%
61 - 70	24	0.4%
71 - 80	47	0.8%
81 - 90	3	0.1%
91 - 99	3	0.1%
TOTAL RESPONDING	5808	100.0%